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| **CATEGORY** | **High Performance (10)** | **At or Above Average (7)** | **At or below Average (4)** | **Low performance (1)** |
| **Presentation**  **(Persuasion)** | The trailer flows very smoothly and captivates the attention of the audience. It compels the viewer to read the book. | The trailer flows smoothly and holds the attention of the audience. The viewer is left interested in the book. | The trailer flows reasonably but there are some transitions that need improvement in order for the viewer to be persuaded to read the book. | The scenes from the trailer are choppy and the transitions seem abrupt. The viewer may be left confused and not inclined to read the book |
| **Content**  **(Storyline or plot)** | Key scenes or themes from the book have been creatively presented. These make the content of the book clear to the viewer | There is one key scene or theme from the book represented in the trailer. This makes the viewer generally aware of the content of the book. | An attempt has been made to depict some aspect of the book, however from the content of the book has not been made clear to the viewer. | There is no scene in the trailer that suggests that the student has read the book. The viewer also has no idea of what the book is about. |
| **Images** | Images create a distinct atmosphere or tone that matches the different parts of the story. | The images create an atmosphere or tone that match some parts of the story | An attempt was made to use images that create an atmosphere or tone but it needed more work. The choice of images is logical. | Little or no attempt has been taken to use images to create an appropriate atmosphere or tone. |
| **Voice**  **(Soundtrack)** | The voice track is clean and fully understandable. The pace fits the storyline. The viewer is always engaged. | The voice track is occasionally too fast/slow for the storyline. The pacing is relatively engaging for the viewer. | Tries to use pacing and rhythm but it is often noticeable that it does not fit the storyline. The viewer is not engaged consistently. | No attempt to match the pace f the storytelling to the storyline. The viewer was not engaged. |
| **Audio**  **(Soundtrack)** | The music stirs an emotional response that matches the storyline. | The music stirs and emotional response that somewhat matches the storyline. | The music is adequate and does not distract but not much was added to the story either. | The music is distracting, inappropriate or was not used. |
| **Video Editing** | Editing demonstrates a full working knowledge of the software. Many effects were incorporated and used effectively. | Editing demonstrates a good working knowledge of the software. Some effects were incorporated and used effectively. | Editing demonstrates a fair knowledge of the software. Limited special effects were incorporated into the video. | Editing shows a lack of understanding of the software. No special effects were used in the making of the video. |
| **Reflection**  **(Awareness of Audience)** | Strong awareness of the audience in the design. Can clearly explain why they chose the vocabulary, audio, and graphics to fit the target audience. | An awareness of the audience in the design. Can explain why they chose the vocabulary, audio, and graphics to fit the target audience. | Some awareness of audience in the design. Some difficulty in explaining the choice of vocabulary, audio, and graphics for the target audience. | Limited awareness of the needs and interests of the target audience. |
| **Presentation**  **(Interest level)** | A very exciting presentation. It grabbed the attention of the viewer with suspense, humor or intrigue from the beginning. | A good presentation that used suspense, humor or intrigue well and caught the attention of the viewer from the beginning. | A passable presentation. Some suspense, humor or intrigue but no real “hook” present at the start. | Flat presentation. Little or no suspense, humor or intrigue to capture the attention of the viewer. |
| **Presentation**  **(Duration/length)** | The presentation was the right length to keep/get the viewer involved. | The presentation was the right length to keep/get the viewer involved. | The length of the presentation was too long/short to keep/get attention of the viewer | The length of the presentation was too long/short to keep/get attention of the viewer. |